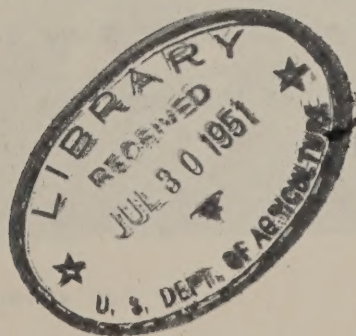


69434
L8LV7

LEARNING about FARM JOBS from PICTURES

*Prepared by
Labor Utilization Section
Extension Farm Labor Program
War Food Administration
Washington, D. C.*



P U R P O S E

The purpose of this pamphlet is to show --

- how pictures may be used in connection with job instruction.
- the effectiveness of concentrating on a few main points.
- the importance of fitting pictures to the needs.

Each set of pictures illustrates an approach to meet an actual situation by --

- emphasizing the key points.
- discussing the principal steps.
- showing the whole process.
- contrasting right and wrong ways.
- comparing two different methods.

Certain farm jobs have been used as an example of how to select and arrange the pictures. In deciding what pictures are needed --

- break down the job.
- list the principal steps.
- pick out the key points.

How to do a farm job is a local decision. This pamphlet will help you to decide a way to proceed in getting pictures to tell a story about the farm jobs of your area.

EMPHASIZING THE KEY POINTS

Situation: A job on which an analysis has been made of how to do it by observing a large number of workers in the field. Conclusions have been drawn as to the main points explaining the variations between individuals in the amount of work done.

Approach: Take pictures showing the key points in doing the job efficiently. Place emphasis on the key points to bring out how the worker may improve his method, or to call the attention of a new worker to skills that he should develop.

(Example: Picking cotton.)

1. Equal use of both hands.



3. Filling hands before emptying.



4. Orderly movement of hands over plant.



2. One pick to each boll.



Avoid picking immature bolls, leaves and trash.

APR 11 1944

DISCUSSING THE PRINCIPAL STEPS

Situation: A job on which no special analysis has been made of how to do it. The way it is being done varies between areas and individuals. Differences in opinion exist as to the best way to do it.

Approach: Take pictures showing the principal steps involved in doing the job, using the method of a good worker as an illustration. Place emphasis on the principal steps. Bring out how to do the job through discussion.

(Example: Picking beans.)

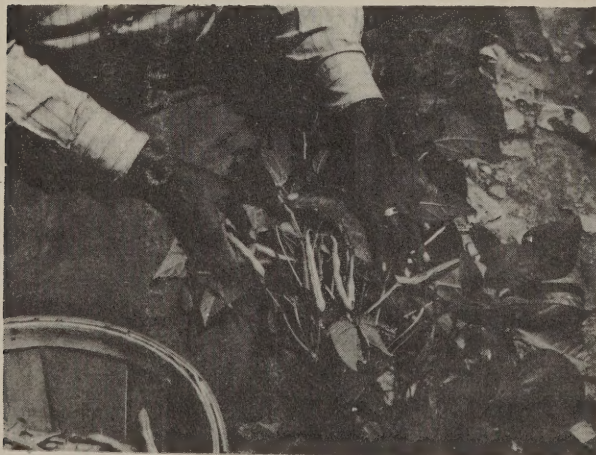
Step 1.



Get in position.

Discuss advantages and disadvantages of various positions, such as kneeling, stooping, and squatting. Consider various factors that might influence the position used, such as yield, growth of vines, etc.

Step 2.

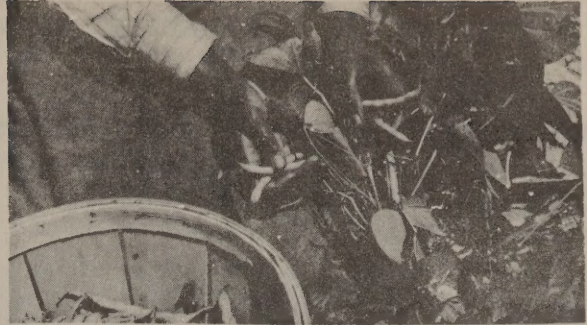


Raise the vine.

Discuss the location of the beans on the vine and the kind to be picked; and how to detect injured and diseased pods. Explain the number of pickings to be made, etc.

Snap off the beans.

Discuss how to take hold of the beans and snap them off. Point out the way to do it without pulling vines or damaging them.



Place beans in basket.

Discuss the advantages of filling both hands before placing beans in basket. Point out that beans, if thrown, may be bruised against edge of basket or time lost if some fall outside.



Move basket ahead.

Discuss the desirability of keeping the basket at just the right working distance - close enough so that the temptation to throw is reduced, and a minimum of time is used in placing beans in basket.



Settle beans in basket.

Discuss how to get a full measure, when it is determined by weight. Pressing down occasionally may or may not be necessary, depending on conditions.

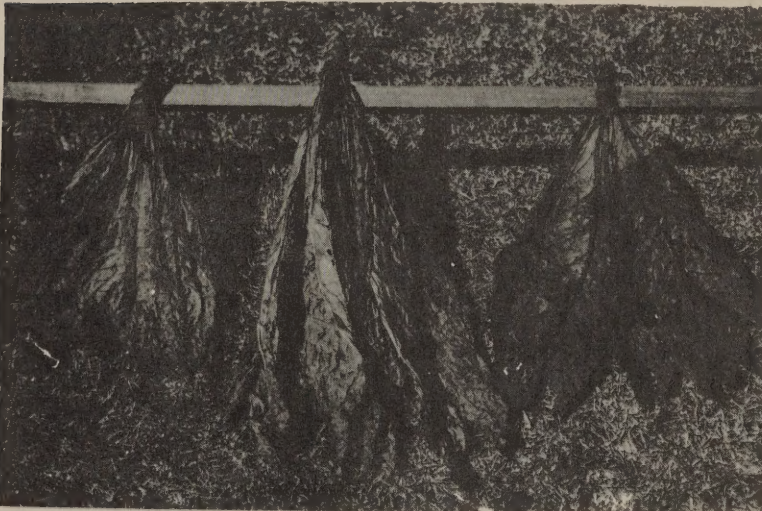


SHOWING THE WHOLE PROCESS

Situation: A highly skilled job which is to be done by inexperienced workers, who lack an appreciation of what the job is and the importance of doing it carefully. A job in which a mental picture of what is involved is desirable before attempting actual instruction.

Approach: Take pictures showing the operations step by step. Place emphasis on the reasons for doing each operation in a certain way.

(Example: Stripping tobacco.)

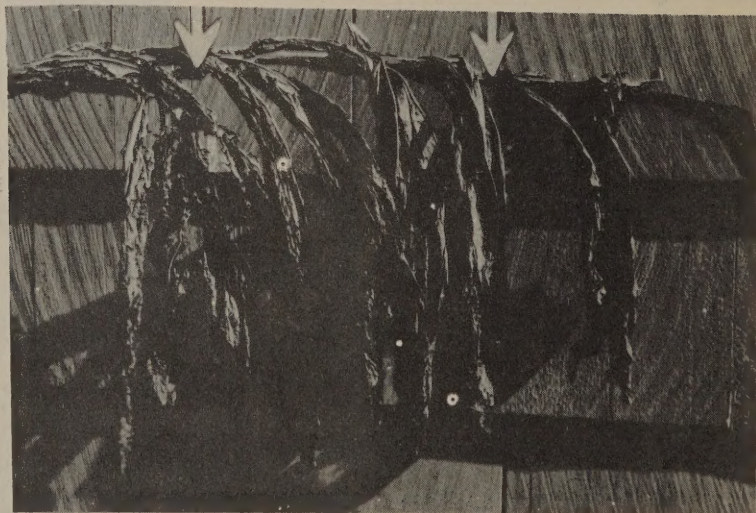


Know the grades.

Discuss the characteristics and use of each grade.

Know their location.

Discuss where the various grades are found on the tobacco stalk.



Taking Tobacco off the Sticks



A stick of tobacco as it will be found in the tobacco shed.



Stalks removed by shoving to one end of the stick.



Stalks pulled off from end of the stick.



Stalks piled up ready for stripping.

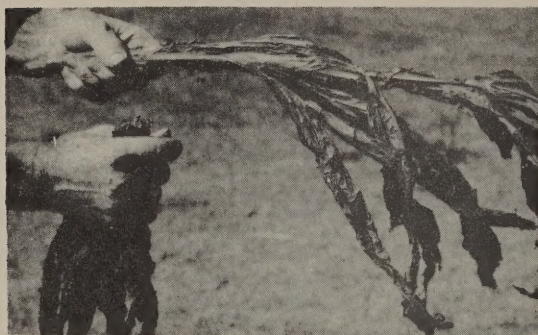
Stripping Leaves off the Stalks



Left hand holds and rotates the stalk. Right hand strips the leaves.



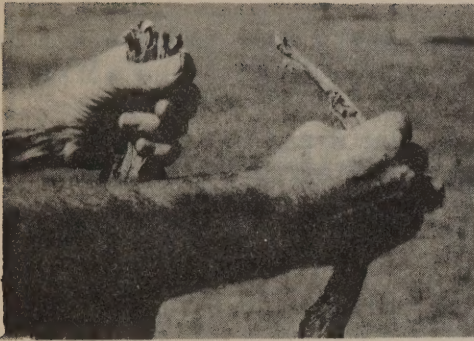
Leaves are removed by grasping close to the stalk.



Stripper No. 1 removes one grade; continues on other stalks until the hand is full.

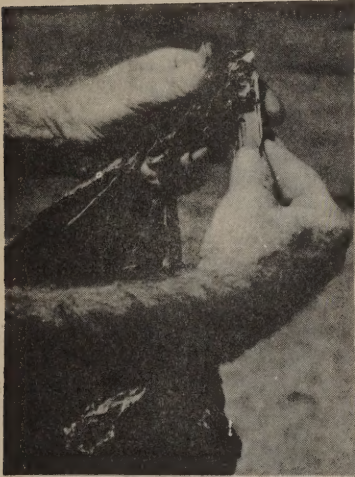


Stripper No. 2 removes the next grade; continues on other stalks until the hand is full.



Tieing the Bundle

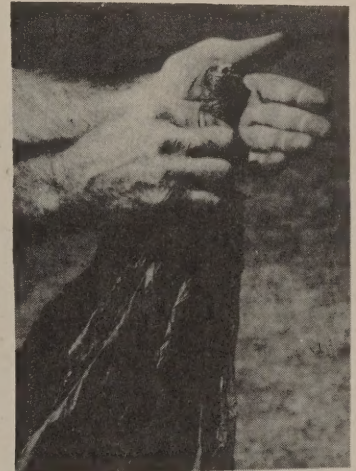
When the hand is full, a "tie leaf" is selected from the bunch to be used in binding the leaves together.



1. Place around end, holding with thumb.



2. Pull around in front, keeping snug.



3. Wrap around by rolling in palm of hand.



4. Push end through, binding it tight.



After bundles are tied, they are "fanned out" by piling in an overlapping fashion.

CONTRASTING A RIGHT AND WRONG WAY

Situation: A job in which mistakes are frequently made because the damage caused by such mistakes is not obvious to the worker.

Approach: Take pictures to show the right and wrong way, teaching the right way by contrasting it with the wrong way. Emphasize the damage that will result from doing it wrong.

(Example: Detasseling corn.)

Grasp tassel at base
just above leaves



Pull the tassel only.



When corn is tall,
bend stalk over.



Don't
↓ hold tassel at top
↓ or break down leaves



Don't
↓ pull leaves with
↓ tassel.



Don't
↓ reach up and break
↓ tassel off.



COMPARING TWO DIFFERENT METHODS

Situation: A job which is being done in two distinctly different ways, or where a new method is being developed.

Approach: Take pictures of the essential differences in the two methods. Place emphasis on a discussion of the advantages and disadvantages of both methods.

(Example: Stacking peanuts.)

Plowing out

One row
One man
One mule



Plowing out

Two rows
One man
One tractor



Stacking by Hand Methods



Pick up vines, shake off dirt,
and place on cross pieces.



Place some vines across the
stack to tie it together.



Place nuts next to the post.
Keep center high.



Cap the stack above pole with
grass or vines

Stacking by Machine Methods

Move vines toward pole with side-delivery rake, shaking off dirt in the process.



Stack vines around pole with fork. Disregard location of nuts.



Cap the stack with peanut vines, leaving center high.



Discuss the two methods from the standpoint of labor required, investment, quality of product, loss of nuts, cost per unit, etc.

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

THE JOURNAL OF THE
THE JOURNAL OF THE
THE JOURNAL OF THE

SOME WAYS

for using pictures of farm jobs
to train new workers

SLIDEFILMS - for general meetings

SLIDES - for detailed instruction

FOLDERS - for hand-outs to workers

POSTERS - for camps and schools

PANELS - for special exhibits

